

Eau Claire Board of Education
Monday, November 7, 2016

Generated by Patti Iverson

Members present

Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Members absent

None

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, President Hambuch-Boyle called the meeting to order at 7 p.m. Board Secretary Patti Iverson confirmed that the meeting had been properly noticed and was in compliance with the Open Meeting Law.

2. PUBLIC FORUM

Lee Pritzel from McKinstry Company presented Superintendent Hardebeck TI graphing calculators valued at \$700, which she won in a drawing at a staff development forum for administrators in the area. The Board thanked him for this donation!

Wendy Sue Johnson said that when the Board considers changes to school start times, they should keep in mind that the school calendar builds in minutes for things like snow days and teacher inservice days. She suggested that perhaps this may be a way to flip start times without spending additional money.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck reviewed the School Board's upcoming calendar of events.

Dr. Hardebeck recognized two students who were actors in the *Road to Referendum* documentary, Nicole Samuelson and Harry Plitzner. Nicole is a seventh grader at DeLong and she runs cross country and also participates in Math Counts and Future Problem Solving activities. Nicole, her parents and grandparents were in attendance. Harry Plitzner is in eighth grade at DeLong and is active in community theatre and also runs cross country. Harry wasn't able to attend as he was just cast in an upcoming Eau Claire Children's Theater production and had rehearsal.

The Wisconsin Art Education Association recently presented the Distinguished Service Award to Tim O'Reilly and Michele Wiberg from DeLong and Tim Skutley and Kit Schiefelbein from Northstar for their continued support of the arts within our school and community. Superintendent congratulated these principals for

receiving this honor and thanked Kathy Bareis and Johanna Peterson, the teachers who nominated them.

Dr. Hardebeck shared an update of information she received at the WASDA annual fall meeting as well as the Economic Development Summit. She added that the District will be participating in the Poverty Summit to address concerns about poverty in our area. The District will also take part in UW Eau Claire's "Circles of Change" event to address racial and ethnic diversity in the community.

Dr. Hardebeck thanked the School Board, volunteers from Support Eau Claire Public Schools and Mark Goings from WEAC for advocating for the referendum.

3.2 Board President's Report

President Hambuch-Boyle thanked students Harry and Nicole for their roles in the *Road to Referendum* documentary as well as Steve Betchkal from Chippewa Valley Community Television for filming and scripting the documentary.

Several School Board members will attend the WASB Legislative Advocacy Conference in Stevens Point. They will discuss the results of the election and its impact, the supply and demand for teachers, and the state's finances and what that means for next biennium budget.

Ms. Hambuch-Boyle shared an update on what has taken place with regards to the referendum for getting the word out and thanked the Support Eau Claire Public Schools group as well as WEAC for their efforts.

Board members will be attending various Veterans Day events across the District on November 11th.

President Hambuch-Boyle thanked Board members for their tireless efforts the last several months to work on the referendum.

4. STUDENT REPRESENTATIVE REPORT

Ryan Cramer shared an update on events taking place at North. He also stated that students continue to be concerned about athletic fees. He believes that participation would increase if the fees were eliminated or at least less than they are now. He encouraged the Board to see how the District compares to other schools in the Big Rivers Conference.

Angela Arnholt shared information on events taking place at Memorial. She said that the referendum booths set up for families during parent-teacher conferences were very informative. She said that students feel it is important to keep class sizes smaller and buildings maintained.

5. OTHER REPORTS

5.1 Board Committee Reports

The Budget Development Committee has been asked by administration to help prioritize several projects and set timelines for completion. A follow-up meeting will take place to discuss these projects in more detail and to set priorities.

The Policy & Governance Committee agreed to bring Policies 447.3, 447, 362 and 511 to the full Board for discussion at the next Board meeting and to recommend that Policy 447.3 be rescinded. At the next meeting, the committee will review Policies 346 and 333.

The Special Education Committee has been working on Project SEARCH and will hold an Open House at Mayo. The group has had two listening/information session where they talked about the referendum and special education matters.

The Eau Claire Public Schools Foundation met and decided which grants it would approve. There were many grant applications written by staff and awards were made in the amount of \$10,000.

The Parent Advisory Council elected a new set of officers. A new agenda format has been established. The program for November was a summary of the opening of school report. Next month they will hear an update on student achievement for 2015-2016.

The Head Start Policy Committee elected new officers.

5.2 Legislative Update

Joe Luginbill said the state will spend \$244 million for various voucher programs. WASB has examined the impact of special needs vouchers. There were 206 students that received vouchers through that program at a cost of \$2.4 million. By law the funding for private schools is taken from aid to local district where the students are a resident or from general purpose revenue.

A court in Connecticut has ruled that public school funding is unconstitutional.

Mr. Luginbill reminded everyone to vote. He shared a sample ballot.

6. CONSENT RESOLUTION AGENDA

Motion by Jennifer Fager, second by Kathryn P Duax, to approve the following consent resolution items:

- Minutes of October 17, 2016
- Minutes of October 24, 2016
- Human Resources - Employment Report

- 2017-18 School Year Calendar
- Adopt New Policy 343.4 – Course Options

Motion by Jennifer Fager, second by Kathryn P Duax.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Dr. Hardebeck noted that the Board approved the appointment of Abby Johnson to Executive Director of Business Services. She has been the Acting Director of Business Services since June 2015. During that time, she finished her master's degree and obtained her school business administrator license from DPI. Dr. Hardebeck congratulated Ms. Johnson.

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

7.1 Adopt New Policy 731.1 – Privacy in Locker Rooms

Motion by Joe Luginbill, second by Aaron Harder, to adopt new Policy 731.1 - Privacy in Locker Rooms.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

7.2 Board Development Proposal from WASB

Motion by Kathryn P Duax, second by Charles Vue, to approve Board Development Proposal as presented.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Implications of State Aid on Property Tax

Abby Johnson, Executive Director of Business Services, shared an update on the implications of state aid on property taxes. The final equalized aid showed that state aid went up for the year.

The non-referendum budget is \$58,117,093 (50.8%) and the final property tax is \$56,191,818 (49.2%). The total revenues by fund for 2016-17 would be

\$146,215,494. Ms. Johnson said that the change in tax rate for the non-referendum budget would show a decrease of 55 cents per \$1,000 of equalized property value.

The final equalized state aid for the referendum budget is \$58,117,093 (48.4%) and final property tax is \$62,051,818 (51.6%). The total revenues by fund for 2016-17 would be \$152,075,494. Ms. Johnson said that the change in tax rate for the referendum budget would show an increase of 37 cents per \$1,000 of equalized property value.

The fund balance should the referendum pass would be \$37,969,867 and if it does not pass, it would be \$32,109,867.

9.2 Safety & Security Update

Tim Leibham, Executive Director of Administration, and Carrie Hallquist, Safety Coordinator, provided a summary of the safety and security measures implemented over the past two years and highlighted areas of focus for the 2016-17 school year.

There has been a great partnership with the Eau Claire Police Department to create an Incident Command System. The District has also worked with facilities that serve as evacuation locations and the American Red Cross that uses the District's facilities for emergencies.

Staff is very excited about the implementation of the CrisisGo App that will take emergency response plans from three-ring binders to smartphones/tablets/laptops/desktops. Other protocols implemented include verification of school evacuation sites and routes, internal threat protocol and trainings with ECPD, and reunification protocol. Staff is also working on implementing internal communication capabilities for Informacast.

Ms. Hallquist reviewed projects that are referendum dependent including visible and secure entrances, updated fire alarms, PA systems, playground paving and ADA compliance. These projects would total \$6,649,723.

It was suggested that the District designate a Public Information Officer.

9.3 Discussion & Possible First Reading of New Policy 342.8 - Section 504 Plans and Services for Students with Disabilities

Board members shared a first reading of new Policy 342.8 - Section 504 Plans and Services for Students with Disabilities:

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based

upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services;
2. Make and accept referrals for evaluations as required by law;
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under both Section 504 and the Individuals with Disabilities Education Act (IDEA), such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs;
4. Employ appropriate procedural safeguards, including providing parents and guardians with required notices and appropriate opportunities to review their child's records;
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability (NOTE: An individualized education program (IEP) generally serves as the 504 plan for students who are also IDEA-eligible provided that the IEP is sufficient to meet the District's Section 504 obligations to the student.);
6. Reevaluate students before any significant change in placement and in order to periodically re-determine eligibility; and
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability.

The Director of Student Services is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A

person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator or, if the Section 504 Coordinator is temporarily unavailable or if the complaint in question involves any alleged improper conduct by the Coordinator, then the information shall be sent to the Superintendent or his/her designee,

A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial review must be made in writing and mailed or delivered to the Director of Student Services. Upon receipt of a request for a review, the necessary arrangements shall be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek judicial review of the decision to the extent permitted by applicable law.

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, services, modifications, or academic adjustments under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

Board members asked for a written report on the process for identifying students and getting them into an IEP or 504 Plan. This should address whether there is a perception by parents that their child will carry this 'label' through their education and perhaps forgo the IEP.

The Board agreed to bring this forward on the consent resolution at the next meeting.

10. REQUEST FOR FUTURE AGENDA ITEMS

Superintendent Hardebeck said there will be conflicts due to holidays or spring break for upcoming Board meetings that will occur in January, March and July. Some possibilities would be to move the January meeting dates to the 9th and 23rd; having the July meeting on the 24th or 31st; and having March meetings on the 6th

and 27th. Board members were asked to let Patti Iverson know if they had any conflicts with those dates.

There was a request to look at athletic fees and to put extra-curricular/intramural activities into the context of the Strategic Plan.

11. ADJOURN

Motion by Joe Luginbill, second by Charles Vue, to adjourn meeting.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Meeting adjourned at 8:45 p.m.